Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 2, No. 1, 2023

School Principals' Leadership Styles and Organizational Climate Toward Innovative Leadership Program

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Abstract: This paper assessed the relationship between principal leadership style and school climate using Multifactorial Leadership and School Climate Questionnaires. The theoretical framework of this research comes from leadership style theory. The author surveyed 400 middle managers from 20 colleges and universities in the university town of China and used structural equation modelling for empirical analysis. Based on the findings, principal leadership has an impact on four dimensions of school climate (faculty leadership, academic climate, teacher professionalism, and institutional vulnerability) It is therefore recommended to use a larger sample of administrators from multiple school districts to see whether similar findings will occur. Educational leaders must recognize the impact of the principal's leadership behavior on the school's organizational atmosphere which would help create a learning school atmosphere that is conducive to school development. Currently, all students are under increasing pressure at the national, state, and local levels to perform to higher standards. Thus, there is an increasing demand for teachers and principals to improve the school climate.

Keywords: School principal's leadership style; School organizational climate.

1. Introduction

The leadership abilities of a principal have a significant impact on student performance, the school's culture, and the school's atmosphere. Schools that are well-supervised may become dynamic learning environments, providing students with not only knowledge but also challenge support, and encouragement (Meek, 2022). These abilities have become so indispensable, especially since the intense global rivalry exists today and the demand in the international education market is continuously growing. Nations all over the world are paying an increasing amount of attention to the function of knowledge. Thus, colleges and universities must be manned well by effective school personnel and heads since they are the most productive institutions that provide the biggest pool of available talent in the global market.

Xiao Yumin (2018) affirms that because of the continual shifts that occur in the global economy, many Chinese schools are now confronted with cutthroat competition as a direct result of the waves of globalization. University managers have the pressing challenge of figuring out how to successfully increase the quality of university administration is evolving into. The manner in which the institution is led and the development of its culture inside the organization is of interest to most people. It encompasses a collection of leadership characteristics including communication. Burton (2021) states that the manner in which the school is led has a direct bearing on the environment that prevails inside the institution. The principal is in charge of the school and is responsible for a variety of leadership behaviors, including the establishment of the school's planning goals, the management of organizational operations, the making of administrative decisions, and the promotion of communication between the school's upper and lower levels. Because of this, the effectiveness of the leadership provided by the principal as well as the effectiveness of the organizational structure as a whole has emerged as one of the most critical concerns in both study and practice. Since the concept of leadership style was first proposed in the 1970s, it has remained a popular area of study in the field of international education management research. Additionally, it is an important research direction, and a large number of researchers have engaged in in-depth and extensive discussions on the topic from a variety of perspectives. however, there are currently studies on the influencing factors of the organizational environment in universities; In addition, there is a scarcity of authoritative measurements that are acknowledged by academics for the purpose of gauging organizational climate. The vast majority of the currently available relevant research are reviews of previous experiences and are thus classified as review studies. There is no comprehensive empirical study that addresses the issue of leadership style selection in colleges and universities to its full extent. On the other hand, from the point of view of organizational climate in colleges and universities, the vast majority of academics consider motivation and communication to be important aspects of organizational climate. However, academics do not have a united conclusion, much alone a full, comprehensive, and authoritative meaning and dimension for describing the organizational environment of a university. As a result, the authors decided to investigate the situation of leadership style and organizational climate in 20 universities and colleges in China. Foremost, it is through empirical study that the nature of leadership, the climate of university organizations, and the interaction between the two are discovered and understood, and a new route is sought to encourage creative leadership.

2. Theoretical Framework

2.1. Transformational Leadership Theory

This study is anchored in this theory since the concept of transformational leadership arose as a key kind of leadership that connected the responsibilities of leaders and followers in

an organization. It is thought that transformational leaders have the ability to tap into the potential and motivations of their followers, which makes it simpler for the team to achieve its objectives. The manner demonstrates that leadership is distinct from power due to the fact that it cannot be divorced from the requirements of those who follow (Northouse, 2016).

2.2. Trait Theory

Further, this study is also anchored in this trait theory as it focuses on the adaptability and flexibility of leaders, the capacity to motivate people and inspire others to do their best, courage, resolution, commitment of leaders to the goals of the group, creativity, decisiveness, eagerness to accept responsibility, emotional stability, and intelligence and action-oriented judgment. The trait theory of leadership postulates that successful leadership arises from certain inborn personality traits and characteristics that produce consistent behavioral patterns.

2.3. The Human Relations Theory

Since the organizational environment is a significant variable in this study, the human relations theory was chosen as one of the research's theoretical underpinnings. This argues that while developing an organization's structure, attention should be given to the employees and their behavior. No manager can focus just on job descriptions; he must also consider why individuals act as they do and what drives their behavior.

3. Conceptual Framework

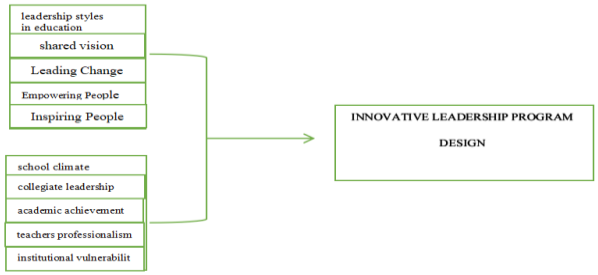


Figure 1. The research Framework

The research framework of this article is shown in Figure 1. School organizational climate is the shared perception of the school environment. It is based on the values, beliefs, and attitudes of the school community. The climate of a school can be positive or negative. A positive school climate is one that is respectful, supportive, and engaging. A negative school climate is one that is hostile, punitive, and unsupportive. School climate is important because it can impact the health, safety, and well-being of students, staff, and the community. School organizational climate refers to the prevailing attitudes, beliefs, and values that characterize the relationships among members of a school community and the school's overall atmosphere. A positive school climate is one in which students feel safe, supported, and engaged in learning. School climate is often measured through surveys of students, teachers, and parents. Factors that can contribute to a positive school climate include strong relationships between students and adults, a focus on teaching and learning, and a positive school culture and climate Figure 1.

4. Research methodology

First and foremost, this paper employs the literature research method to collect a diverse range of literature related to principals' leadership style, organizational climate, and innovative leadership through the use of various literature resources such as libraries, Chinese and foreign language electronic databases, and websites to study theories and literature related to principals' leadership style and organizational climate. This research will look at how principals' leadership styles impact organizational climate and how the organizational environment influences principals' creative leadership. The fundamental structure of this study is built on this premise.

There are three parts of the questionnaire structure according to the content of the study, indicators such as principal leadership style and organizational climate need to be designed. After referring to the literature combined with the actual situation, the questionnaire used in the study is divided into three parts, which are the survey of basic information of principals, the leadership style of principals, and organizational climate.

1. Teacher basic information questionnaire

Combining their experience and other scholars' questionnaires, a teacher background information questionnaire was designed with four questions to understand the teachers' gender, age, years of work, and education level. All questions were set as single-choice questions.

2. Principals' leadership style questionnaire

The principal leadership style questionnaire is divided into four dimensions: shared vision, leading change, empowering people, and inspiring people, with 17 questions in total, all of which received positive scores. By reviewing domestic and international literature, referring to relevant research scales at home and abroad, and on the premise of defining the concepts related to this study, the four-point Likert scale method was used to assign values to the degree of questions. Questionnaire: 1 (strongly disagree); 2 (disagree); 3 (agree); 4 (strongly agree); From this, the score of the question was calculated, and the higher the score the stronger the leadership of the principal evaluated.

3. School Organizational Climate Questionnaire

In this study, School Organizational Climate Measurement Questionnaire prepared by Pan et al. was used. According to the actual situation of the study, the measurement questionnaire used in this survey contains four dimensions of collegiate leadership, academic achievement, teachers' professionalism, and institutional vulnerability, and 19 questions were positively evaluated. Based on the definition of concepts in this study, values to the degree of problems were assigned using the four-point Likert scale method. Questionnaire: 1 (strongly disagree); 2 (disagree); 3 (agree); 4 (strongly agree); from which the scores of the questions were calculated. From this, the principal's evaluation of the school climate was determined. From this, the score of the question is calculated, and the higher the score the stronger the leadership of the principal evaluated. The data were gathered and tabulated with the most appropriate statistical treatment. Analysis and interpretation were done to capture the ideas, better understand the concept, and accurately address the research questions.

5. Findings

The final effective samples of this study are 387, of which,

in terms of gender, there are relatively more women in the sample, accounting for 52.79%, and the proportion of male samples is 47.21%; in terms of age, 39.69% of the samples will choose "25-35 years old ", accounting for the largest proportion, followed by "36-45 years old", the proportion of the sample is 36.96%; from the perspective of job positions, more than 60% of the samples in the sample are "lecturers", accounting for 67.06%; Speaking, "undergraduate" accounted for the highest proportion, 61.61%.

Difference analysis:

Using the independent sample t-test to study gender factors, it is concluded that the difference in gender of the sample has no significant difference in the principal's leadership and organizational atmosphere ($p>0.05$); the difference in age, the sample has no significant difference in the principal's leadership and organizational All showed significant differences ($p<0.05$); different job positions, samples showed significant differences in principal leadership ($p<0.05$), but did not show significant differences in organizational climate ($p>0.05$) ; Different educational backgrounds, the samples showed significant differences in principal leadership and organizational atmosphere ($p<0.05$)

Correlation analysis:

shared vision ($r=0.426$, $p<0.05$), Leading Change ($r=0.397$, $p<0.05$), Empowering People ($r=0.380$, $p<0.05$), Inspiring People ($r=0.454$, $p<0.05$) and organizational climate There is a significant positive correlation between them; the results of the path coefficient test show that for the organizational climate, shared vision has a significant positive impact on the organizational climate ($\beta=0.209$, $p=0.000<0.05$), and Leading Change has no significant impact on the organizational climate. Impact ($\beta=0.112$, $p=0.052>0.05$), Empowering People has a significant positive impact on organizational climate ($\beta=0.107$, $p=0.042<0.05$), Inspiring People has a significant positive impact on organizational climate ($\beta=0.267$, $p=0.000<0.05$).

6. Conclusions and recommendations

Through empirical analysis, it can be concluded that the principal's leadership has a significant impact on the school's organizational atmosphere. Therefore, colleges and universities should pay attention to the cultivation and promotion of the principal's leadership, in order to create a more relaxed and united environment for teachers. Working atmosphere, creating a positive academic environment, enhancing the stress resistance of teachers and schools, and better adapting to various reforms and innovations should start with leadership and continue to improve. A set of leadership innovation and improvement programs suitable for colleges and universities must be formulated to enhance leadership and a leadership training plan from the three aspects of shared vision, empowering people and inspiring people must be developed.

1. Leaders need to evoke a vision, consistently picture a bright future to school personnel, frequently discuss with school personnel our most fundamental principles and beliefs; engage with other school personnel through empathy; set the tone for accountability through proactive ownership, praise for achievements, and taking responsibility for mistakes.

2. A positive attitude must be maintained. No matter how insignificant the work completed, the principal is expected to show gratitude and basic courtesy; help teachers/staff discover their abilities, give them the opportunity to acquire new skills or discover hidden skills; trust their autonomy or the ability to carry out their duties with minimal supervision; assist them on how to deal with challenges effectively; and even reward them for a job well done.

3. Teachers must be empowered by providing opportunities to hone their key competencies, boost their overall confidence, demonstrate resilience, adapt to changing circumstances, inspire others to overcome challenges, and maintain hope despite difficult conditions.

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